

**SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE MARIE, ON**



**COURSE OUTLINE**

**Course Title: Computers in Communications**

**Code No.: Eng 151-2**

**Semester: Winter**

**Program: Various**

**Author: Language & Communication Department**

**Date: August 1999 Previous Outline Dated: August 1998**

**Approved:**

*Judith Morris*  
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**Dean**

*June 99*  
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**Date**

**Total Credits: 2**

**Prerequisite(s): Eng 149**

**Length of Course: 2 hrs./week Total Credit Hours: 32**

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**I. COURSE DESCRIPTION:**

This course refines students' reading, writing, listening, and speaking skills required by their various apprenticeship and certificate programs. Business communication and employment search skills are dealt with in detail. Periodicals and other work-related resources are used to develop research and writing skills. The theory of writing is taught through the writing process.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**A. Learning Outcomes:**

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date.)

1. Plan, develop, and write clear, concise, and accurate technical documents (memo reports, proposals, and summaries).
2. Prepare for employment interviews.
3. Give well-organized, coherent, and effective oral presentations.
4. Produce accurate, college-level documents.
5. Critique and edit work recognizing quality of communication.

**B. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, students will demonstrate the ability to:

1. Plan, develop, and write clear, concise, and accurate technical documents (memo reports, proposals, and summaries).

**Potential elements of the performance:**

- Employ the writing process to produce written documents
- Plan and organize communications according to the purpose and audience
- Choose and produce the format (memo, short report, proposal, summary etc.) that is appropriate to the purpose
- Incorporate content that is meaningful and necessary
- Use language and style suitable to the audience and purpose
- Employ the six C's (conciseness, clarity, cohesiveness, correctness, completeness, and courtesy) in all written submissions
- Ensure that the documents are free from mechanical errors, using appropriate software tools
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics



**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE  
(Continued):**

2. Prepare for employment interviews.

**Potential elements of the performance:**

- Define basic types of job-hunting strategies
- Define the hidden job market
- Demonstrate the knowledge of preparing for an interview
- Demonstrate the knowledge of performing in an interview
- Demonstrate the knowledge of answering commonly asked job-interview questions

3. Give well-organized, coherent, and effective oral presentations.

**Potential elements of the performance:**

- Understand how speaking and writing differ
- Understand the purposes of oral communication (entertain, persuade, inform)
- Identify the nature of the information required
- Investigate sources and gather information using various data collection techniques
- Employ a variety of techniques to organize the presentation information
- Cite and document all sources using an acceptable format (APA; MLA)
- Use visuals to enhance the presentation
- Deliver the presentation
- Evaluate the processes used and the effectiveness of the communication

4. Produce accurate, college-level documents.

**Potential elements of the performance:**

- Produce material through technological means, that conforms to the conventions of the chosen format
- Ensure that the material is free from mechanical errors, using appropriate software tools
- Enhance the production of materials through computer applications
- Evaluate communications and adjust for any errors in content, structure, style, and mechanics

5. Critique and edit work recognizing quality of communication.

**Potential elements of the performance:**

- Evaluate the effectiveness of the communication produced
- Edit and revise the content
- Recognize and correct English usage
- Respond to oral or written feedback
- Employ software to enhance writing

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Mechanics – grammar
2. Short reports
3. Employment interviews
4. Summarizing
5. Proposals
6. Oral presentation

#### IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Technical Communication Essentials (1<sup>st</sup> Canadian Edition) Mike Markel, Nelson Canada
2. A dictionary and a thesaurus
3. Language and Communication Guidelines
4. Two 3.5" computer disks (dedicated to English)

#### V. EVALUATION PROCESS / GRADING SYSTEM:

##### MAJOR ASSIGNMENTS AND TESTING:

(Refer also to the Language and Communication Guidelines)

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%):

Mechanics	10%
Short reports	20%
Employment interviews	15%
Proposal	20%
Summarizing	20%
Oral presentations	15%
<b>TOTAL</b>	<b>100%</b>



**V. EVALUATION PROCESS / GRADING SYSTEM (continued):****Notes:**

1. Professors reserve the right to adjust the course as they deem necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Marking schemes for assignments will vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the learning outcomes of the course and to respond to program areas.

**METHOD OF ASSESSMENT (GRADING METHOD):**

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

**NOTE:** Students may be assigned an "R" grade early in the course for unsatisfactory performance.

**TIME FRAME**

Computers in Communications Eng 151-2 involves two periods per week for the semester. Students are expected to attend and to participate in class activities.

**VI. SPECIAL NOTES:**Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.



## V. SPECIAL NOTES (continued):

### Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

### Plagiarism

To plagiarise is to "take and use as one's own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer." (Gage Canadian Dictionary, 861)

Students should refer to the definition of "academic dishonesty" in the "Statement of Students' Rights and Responsibilities" (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department:

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

### Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar's office.

## VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.